

FRESNO UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Deaf or Hard of Hearing (DHH) Oral Interpreter-(Certified): Itinerant	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Special Education	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR:	School Days Only
BOARD APPROVAL:	March 24, 2010	SALARY:	G-53/CSEA 125 Salary Schedule

BASIC FUNCTION:

Under general supervision of the Special Education Department, the interpreter is to provide high quality oral interpreting services in order to facilitate communication among students and adults who are deaf or hard of hearing and their hearing peers, the classroom teacher, and other personnel within the school system who are participating in sanctioned District activities.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

Provide oral interpreting services to meet the needs of students, parents and staff to demonstrate the desire to educate each student at a high level. *E*

Interprets spoken to visible and visible to spoken communication. *E*

Provide interpreting for the deaf-blind/low vision, with specific training, if needed. *E*

Interprets the content of the message clearly and accurately according to the receptive language level of the student (as described in the Individualized Education Plan) and in the spirit of the speaker. *E*

Adheres to the District's rules of confidentiality. *E*

Adheres to the National Association of the Deaf-Registry of Interpreters for the Deaf Code of Professional Conduct and the District Board policy. *E*

The interpreter may be required to participate as a member of the Individual Education Plan (IEP) team to provide information relevant to the interpreter's role and responsibilities. *E*

The interpreter may assist the IEP team in data collection as determined by the Individualized Education Plan (IEP) team. *E*

Reports interpreting related concerns to the appropriate educational personnel, in a timely manner, as determined by the IEP team. *E*

Works in collaboration with the teacher, student, and/or other staff members to prepare for interpreting assignments by obtaining and reviewing future subject matter including but not limited vocabulary and content knowledge to provide students access to high quality learning options and activities. *E*

Assists in facilitating communication timely throughout the school day and in a variety of school settings in accordance with the IEP such as: peer interactions, recess, educational outings, lunch, emergency drills and auditory environmental stimuli to meet the needs of students, parents and staff. *E*

Perform non-interpreting related functions consistent with the interpreter's assignment when the function does not adversely affect the communication needs of the student.

Assist in providing interpreting related information to students and staff.

Performed related duties as assigned.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school; three years of experience interpreting in an educational setting desired; must possess 48 college units or be No Child Left Behind (NCLB) compliant; prefer graduate of interpreter training program or equivalent experience.

LICENSES AND OTHER REQUIREMENTS:

Shall be certified by the Registry of Interpreters for the Deaf (RID), or have achieved a minimum score of 4.0 or above on the Educational Sign Skills Evaluation-Interpreter (ESSE-I), the Educational Interpreter Performance Assessment (EIPA), the American Consortium of Certified Interpreters (ACCI), or the National Association of the Deaf (NAD) assessment; valid California Driver's License.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Oral interpreting, vocabulary, terminology and basic information in a variety of subjects.
Communication needs of Deaf and hard of hearing students.
Vocabulary and techniques used in interpreting professional subject matter.
Laws, rules and regulations related to assigned activities.
District/department organization, operations, policies and objectives.
Computer skills and technology used by Deaf and hard of hearing individuals.
Correct oral and written usage of English, grammar, spelling, punctuation and vocabulary.
Technical aspects of field of specialty.

ABILITY TO:

Relate to the needs of students (infant through adult school) and adults of different ethnic, cultural, educational and socioeconomic backgrounds.
Work independently with little direction.
Analyze situations accurately and adopt an effective course of action.
Access information on computers.
Establish and maintain cooperative and effective working relationships with students, teachers, and other providers of educational services.
Continuously develop skills to meet changing needs of students.
Communicate, understand and follow oral and written directions effectively
Prioritize and schedule work to meet schedules and time lines.
Learn new or updated computer systems/software programs to apply to current work.
Communicate using patience and courtesy in a manner that reflects positively on the organization.
Apply integrity and trust in all situations.
Actively participate in meeting District goals and outcomes.
Learn District organization, operations, policies, objectives and goals.

WORKING CONDITIONS:

ENVIRONMENT:

School site, office, and other educational settings. Infant/preschool through adult school; itinerant based on program needs.

PHYSICAL ABILITIES:

With reasonable accommodations, if necessary, dexterity of hands and fingers to express natural gestures; continuous use of elbows, shoulders, neck, back, lips and/or jaw; sitting or standing for extended periods of time.

Fresno Unified School District is an Equal Opportunity/Affirmative Action Employer and reasonable accommodations are made under the American with Disabilities Act as required by law.

E=Essential Functions